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IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Intercultural Understanding Project

ABSTRACT

This project was initiated in 46 school districts to provide a secondary level course in world cultures. Data for the control and experimental groups were analyzed in regard to socioeconomic status, ability, and grade levels. The original objectives are given along with implementation plan, evaluation method, data, and data analysis. Among these objectives were: to increase interest and understanding in intercultural affairs; to improve attitudes toward members of other cultures; to develop an interdisciplinary approach and materials for the world cultures course; and to provide contact with people of other cultures. Project outcomes and implications included: development of materials for a senior high cultures course; measurement of attitude change; initiation of a curriculum library; refinement of a curriculum development model; continuation of the use of resource people; and creation of a similar course at the junior high level. The shortcomings, materials developed for the project, and dissemination activities are listed. A discussion of the future of the project is followed by an appendix containing sample lesson plans and evaluation devices. A related document is ED 073 999. (KSM)

ED 081705

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ALLEGHENY INTERMEDIATE UNIT

HAROLD E. OYER · EXECUTIVE DIRECTOR

[redacted]

[redacted]

[redacted]

IUP intercultural understanding project

100 ROSS STREET, PITTSBURGH, PA. 15219
Area Code 412 — 391-6980

[redacted]

FINAL REPORT

[redacted]

GRANT NO. OEG·0·8·051880·2885
PROJECT NO. 5188 D·23
GRANT AUTHORITY PL 89·10, Section 301·308

SP 006199

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BUREAU OF CURRICULUM DEVELOPMENT AND EVALUATION
PENNSYLVANIA DEPARTMENT OF EDUCATION
ESEA TITLE III - Termination Report

I. Project Information

1. Project Title	2. USOE Number	3. Region Number
Developing Intercultural Understanding	5188	D-23

4. Briefly summarize the purpose of the project (Brief Abstract)

This project has four basic purposes. These are: (1) teacher education; (2) student motivation; (3) individualization of instruction; and (4) selection and development of materials necessary to provide meaningful learning experiences.

5. Name of Grantee (Local Education Agency)	6. Address (No., St., City, State, Zip
Allegheny Intermediate Unit No. 3	B. F. Jones Annex — 311 Ross Street Pittsburgh, Pennsylvania 15219

7. Name of County in which LEA is located	8. Congressional Districts in Service Area of Project
Allegheny	14 - 18 - 20 - 27

9. Name of Project Director (Most Recent)	10. Address (No. St., City, State, Zip	
Melvin H. Samuels	100 Ross Street, Third Floor Pittsburgh, Pa. 15219	Phone: 391-6980 Area Code: 412

11. Name of Person Authorized to Receive Grant	12. Address (No., St., City, State, Zip	
Dr. Harold E. Oyer	B. F. Jones Annex 311 Ross Street Pittsburgh, Pa. 15219	Phone: 355-4305 Area Code: 412

13. Position or Title

Executive Director, Allegheny Intermediate Unit No. 3

14. Signature of Person Authorized to Receive Grant	Date Submitted
Harold Oyer	

15. Indicate degree to which Title III project activities have continued after phase-out of Federal support

_____ Activities not Continued

_____ Activities continued at same level as original project

__X__ Activities continued at less than original project level

_____ Activities continued at greater or expanded level above original project level

II. General Information

A. Additional Project Information

1. If the project had Project Director(s) in addition to that named in #9 above, please list by name and indicate dates during which each held position.

2. Is most recent Project Director (#9 above) presently a member of LEA's staff. Yes X No _____

If not, please indicate his most recent known address.

3. Indicate location of Project's fiscal and program records.

B. Fiscal History of Program

1. Indicate type of program

_____ Regional Planning
_____ Other Planning
X Operational
_____ Other (Specify _____)

a. If other than planning grant, was this project an outgrowth/continuation of a planning grant under ESEA Title III? Yes X No _____

If Yes, indicate prior project by
USOE Number 5189 & Region Number D-24

2. Project Life

a. Beginning date of first grant March 1, 1968

b. Ending date of final grant (Include extensions)
June 30, 1972

c. Total length of project in months 52 (Part of this time was 50% Federal and 50% District funds)

3. Grants and Expenditures

a. Total federal funds awarded:

By USOE 179,712.00
By PDE 210,810.52

Total 390,522.52

b. Amount returned to funding source (unexpended amounts carried over to subsequent grant periods should not be included here)

Returned to OE	2,996.37
Returned to State	11.40
Total	3,007.77

(Note: From this point, use separate sheets)

4. Authorizations and Budgets

   a. List by dates of budget periods authorized expenditure levels (approved budget total) for each grant award made. (Cf. Section 8 of Notification of Grant Award, "Total Expenditures authorized for period . . . ")

5. Personnel Employed for Project

   a. Describe the personnel positions of the project indicating the following: positions which were in effect throughout project's life, those which met special needs during only a portion of the project, part-time vs. full-time positions, use of consultants, para-professional and clerical staff.

C. Program Summary Information (Summarize on separate paper in narrative form for entire life of project using following suggested outline)

   1. State the purpose of your project in terms of its <u>original</u> objectives. If any deviations from the project's original objectives occurred, state the new objectives and explain why the changes were necessary.

   2. Describe the participants/clientele of the project. What was the target group of the project's activities? How were the participants selected? Was the project for a single district? several districts? within a county? regional? Statewide consortium? Give approximate numbers of participants. Was there an identifiable indirect clientele? If in-service of teachers or other staff was a component, describe selection process for participants and whether in-service was done primarily in summer or during school year. Note also degree of non-public school involvement.

4. Authorizations and Budgets

March 1, 1968 to February 28, 1969	$120,919.00
March 1, 1969 to August 31, 1969	58,793.00
September 1, 1969 to February 28, 1970	45,301.25
March 1, 1970 to December 31, 1970	64,847.80
January 1, 1971 to June 30, 1971	50,000.00
July 1, 1971 to June 30, 1972	50,661.47
Total	$390,522.52

5. Personnel Employed for Project

a. The following positions were in effect throughout the project's life:

Project Director
Curriculum Specialist
Research & Evaluation Specialist
Graphic Artist-Technician
Clerical (2)

b. Those positions which met special needs:

Consultants

These consisted of two types: (1) persons with competencies in content areas, and (2) persons with competencies in methodology.

These were used either in the preparation of materials or in connection with in-service programs for teachers. These persons were only used as the need arose and not on any regularly scheduled basis.

c. Clerical Help

Additional clerical help was used when necessary. A full-time offset operator was employed during most of the project's first three years. This was necessary because of the great amount of duplicating work that was done. Additional help was needed to collate materials. During the last year, the need was eliminated by having materials duplicated commercially.

d. Student Consultants

During the first three years, high school students were employed by the project as consultants to assist with revisions or development of units. They were paid for their time, usually during the summer, from project funds. This was found to be an excellent investment in that students were able to contribute a great deal to the total development process.

It is recommended that other districts or intermediate units interested in curriculum development seek out student assistants. They can make a definite contribution if incorporated into the process properly.

BUREAU OF CURRICULUM DEVELOPMENT & EVALUATION
PENNSYLVANIA DEPARTMENT OF EDUCATION
HARRISBURG, PENNSYLVANIA 17126

Termination Report

Elementary and Secondary Education Act of 1965,
Title III, P.L. 89-10, as Amended

Allegheny Intermediate Unit, B.F. Jones Annex—311 Ross Street, Pittsburgh, Pa. 15219
U.S.O.E. No. 5188; Grant No. OEG-0-8-051880-2885; Pennsylvania D-23
March 1, 1968 — June 30, 1972

PROGRAM SUMMARY

The Intercultural Understanding Project was a Title III curriculum development project initiated under the auspices of the Allegheny Intermediate Unit, an organization which provides services to 46 school districts. Suburban-middle class might be used to describe most of the districts, with a few representing the lower-middle class and a smattering of students from upper middle-class homes found in the others.

The county itself surrounds the city of Pittsburgh and is densely populated. The standard of living ranges from average to above average.

Each district is run by its own school board and the Allegheny Intermediate Unit provides service, but has no power to interfer with or dictate local policy. Teacher pay is above the national average, but below some other comparable areas across the country. Per pupil costs range from $527 to $816 with an average of $690, based on weighted average daily members. In general their schools are well equipped, but some of the smaller ones do not have adequate library facilities. Class size ranged from 17 to 46, with the average about 32.

In 1958 the Pennsylvania State Department of Education mandated that a course in world cultures be a requirement for high school graduation. Most schools, until that time, taught some form of world history, but few had a real course in cultures. Materials, although plentiful, were not organized in any way for use in secondary schools. This project was proposed to meet this need.

Before the proposal was written, a survey of 131 secondary social studies teachers was made to find the cultural areas of the world they felt least competent to teach. The results of the survey revealed a paucity of preparation in non-western cultures and provided the course emphasis the project was to pursue.

Through informal interviews and correspondence with teachers, administrators and university faculty around the country it became apparent that there was a need for social studies material oriented to the teaching of skill development, concept understanding and critical thinking. Project materials have been designed to give students experience in these areas.

When the project proposal was submitted in June, 1967, it stated as one of its objectives an in-service program for teachers to prepare them to teach with the innovative methods demanded by the new instructional materials.

Three-day in-service workshops have been held each summer to acquaint teachers with the program generally and to introduce the initial unit. Thereafter, in-service meetings were held approximately every six weeks throughout the school year. Some were concerned with orientation to new units and evaluation of units taught; others provided consultation with experts in various innovative methodologies and area specialists.

When the project began on March 1, 1968, meetings were arranged with social studies teachers from schools in the northern section of the county to acquaint them with the objectives of the program. If teachers wished to join in the project they were responsible for selling participation to their district. Six public schools and two parochial districts consented to supply experimental classes for the first year of operation; 1485 students participated. (The northern section of the county was chosen because no other title III programs were in operation there.) The second year, four more districts joined the project and some of the original districts added project teachers. Student participation grew to 2300. Twenty schools, 52 teachers, and 5600 students used project materials the third year. During the 1971-1972 school year, 59 teachers and 7000 students were involved in the program.

Since the beginning some parochial participation was a component, and for the past two years a few schools from outside the county were participants.

Although the basic objectives have not changed, the emphasis each receives has varied throughout the program's life and different ways of achieving them have been tried. These variances will be cited later in this report when each objective is discussed individually.

From the beginning teachers have joined the project on a more or less volunteer basis. As mentioned previously, when first-year participants were being recruited, presentations were made to teachers in districts in the northern section of the county. Those who wanted to try the program made their wishes known to their administrators, who in turn made a commitment for the district. Of those teachers who elected to participate, all, except one, taught project materials to every world cultures class on their teaching schedules.

Since the first year, teachers have continued to enter the program on this basis, as well as by other means. Some of the later participants are teachers in districts already belonging to the project, but who, for one reason or another, were not part of the first-year experiment. Generally they have noted the response and enthusiasm of both students and teachers using project materials and have requested entrance into the program. In other new districts it has been the administration which has elected to participate. Some allowed teachers to volunteer to use project material, but a few assigned their teachers to it.

The comparison group was assembled empirically, since there was neither time nor money to administer achievement or intelligence tests. In choosing the participants for the control group attempts were made to match closely on the following variables: socio-economic level of the community, ability level, and grade level. Socio-economic level assignments were agreed upon through staff consensus. Ability levels were assigned by the schools. No attempt was made to analyze the formulas schools used to determine cut-off points for ability grouping since their criteria is too varied. Both the choice of tests used and standards are determined locally. It is beyond the scope of this project to influence these factors. The control group was a little less than half the size of the experimental group and representation on all variables was in this proportion. (See Student Distribution Charts)

Materials used in control classes was as varied as the teachers teaching it. Included were: the Fenton program, multi-texts, single text, teacher-made materials, and curriculum committee programs. Hence, the comparison was made between experimental materials and whatever world cultures materials being used in control classes. Enough differences were present to generalize results to all other world cultures materials.

No restrictions were placed on supplementary materials or activities used by either group. Because of the large numbers in both groups this was possible to do without being concerned about contamination of samples and to provide a realistic basis for evaluation of a school program as it normally exists.

DISTRIBUTION OF FIRST-YEAR STUDENTS

Socio-Economic Levels of Experimental Groups

Grade Level	Upper Middle	Middle	Low Middle	Total No. Pupils	Total No. Classes
9		46 (2)		46	2
10	660 (20)	175 (6)	95 (3)	930	29
11		248 (8)		248	8
12	259 (9)			259	9
Total No. Pupils	919	469	95	1,483	
Total No. Classes	29	16	3		48

Socio-Economic Levels of Control Groups

Grade Level	Upper Middle	Middle	Low Middle	Total No. Pupils	Total No. Classes
9		65 (2)		65	2
10	217 (7)	118 (4)	38 (1)	373	12
11		105 (3)		105	3
12	140 (4)			140	4
Total No. Pupils	357	288	38	683	
Total No. Classes	11	9	1		21

DISTRIBUTION OF FIRST-YEAR STUDENTS

Ability Groupings of Experimental Sample

Grade Level	High	Middle	Low	Hetero-geneous	Total No. Pupils	Total No. Classes
9	24 (1)		22 (1)		46	2
10	29 (1)	339 (10)	148 (5)	413 (13)	929	29
11				248 (8)	248	8
12	49 (2)	183 (6)	27 (1)		259	9
Total No. Pupils	102	522	197	661	1,482	
Total No. Classes	4	16	7	21		48

Ability Groupings of Control Sample

Grade Level	High	Middle	Low	Hetero-geneous	Total No. Pupils	Total No. Classes
9				65 (2)	65	2
10	29 (1)	139 (4)	48 (2)	157 (5)	373	12
11				105 (3)	105	3
12	35 (1)	70 (2)	35 (1)		140	4
Total No. Pupils	64	209	83	327	683	
Total No. Classes	2	6	3	10		21

DISTRIBUTION OF SECOND-YEAR STUDENTS

Socio-Economic Levels of Second-Year Students

Grade Level	Upper Middle	Middle	Low Middle	Total No. Pupils	Total No. Classes
9	53 (2)			53	2
10	927 (32)	569 (20)	84 (4)	1,580	56
11		324 (14)		324	14
Total No. Pupils	980	893	84	2,245	
Total No. Classes	34	34	4		72

Ability Groupings of Second-Year Students

Grade Level	High	Middle or Heterogeneous	Low	Total No. Pupils	Total No. Classes
9		61 (2)		61	2
10	251 (8)	1,417 (43)	136 (5)	1,804	56
11		380 (14)		380	14
Total No. Pupils	251	1,858	136	2,245	
Total No. Classes	8	59	5		72

Student attrition resulted from the usual causes (illness, moving from district, and dropout), but the percentage was negligible. There is no evidence to indicate attrition affected results at all.

Since it was the teacher who joined the project, students assigned to project teachers automatically became participants. A count of participants was never made until the third week of school when schedule changes cease to be a factor, but students who entered project classes during the year became participants. All project and control students were used for evaluation purposes. Discrepancy between numbers reported in the narrative and the charts is due to absences on testing day, normal attrition or students added to a teacher's class load during the year.

The proportion of boys to girls was that found in average high school class and was not considered as a variable.

The fact that schools do not use the same instruments for determining ability grouping was not the only factor that made control selection difficult. The assigning of socio-economic lables to communities with wide ranges of variables, the subtleties of administrative philosophy, and the diverse quality of educational facilities all added to the problem.

Half of the schools were able to provide their own control teacher, eliminating some of the contamination mentioned above. We had one teacher, however, who was her own control and she found it impossible not to share anything she thought particularly good in the experimental material with her control students. Another teacher reclassified his ability groups three-quarters of the way through the year.

Formal evaluation was conducted during the first two years the project was operational, but process evaluation continued to the end. Each of the eight stated objectives are distinct. Rather than attempt to discuss them as one entity, the procedures for achieving them and the data, analysis and findings from the evaluation of each will be discussed separately.

Objective 1:

Students will exhibit an increased interest in intercultural (international) affairs as displayed by increased use of school library facilities, increased discussion and participation in classroom activities, and by attending non-credit, after-school programs related to areas of world cultures interest.

The units developed by the project have many research activities built in which demand library work on the part of the students. As the lessons are student centered and teachers were urged through in-service sessions to be resource persons rather than lecturers, increased discussion and participation by students became almost unavoidable.

Weekly evaluation reports submitted by participating teachers and discussions at in-service meetings indicated students were actively involved in library research projects and classroom activities. Student discussion is elicited by the materials as developed and is a necessary component of the project. Teachers have noted that even the "non-academic" student found areas of interest to him and made a contribution. A by-product was an unforeseen socialization process. Because of greater student participation, friends were made that would be unlikely in a more traditional classroom setting. There was a greater respect for the opinions and thought of others fostered by the give and take of meaningful discussion.

The librarians from the eight schools which participated in the project during the first school year were surveyed in May, 1969. The following are the results of that survey:

a. Three librarians reported students of project teachers spent more time in the library than they did last year; five said it was about the same.

b. Three noted an increase in the number of books checked out, while five noted that the number was approximately the same.

c. Five noted an increase in demand for periodical material; three said it was about the same.

d. Three found students scheduled into the library for class periods more frequently; three about the same. (Two schools have insufficient space to schedule classes in the library.)

e. Only one librarian felt she was meeting the students' needs well, six felt adequate, one did not respond.

A list of recommended books was prepared in each subsequent year and was sent to all librarians to aid them in making appropriate selections for their schools. A librarian in-service program was instituted in September of 1970, and repeated in September, 1971. Through these meetings librarians from new participating districts were introduced to the project and shown how they could assist teachers and students in making the most of the program.

First-year students were also surveyed to assess their participation in related programs. Following are the results of that survey.

No. Students Involved	Amount of Time Spent	Program
45	1 Hr.	Six Pittsburgh World Affairs Council Programs in Pittsburgh
8	4 Hrs.	World Affairs Council Workshop on NATO
14	4 Hrs.	ABC News Roundup (TV)
51	All Day	Seminar on Latin America at Fox Chapel High School
6	4 Hrs.	Alternative in Europe (TV)
120	1 Hr.	Africa (TV Special)
100	1 Hr.	Kenya (TV Special)
16	18 Hrs.	Organized a Student United Nations Club
12	42 Hrs.	Organized a Fellowship Internation Chapter
43	4 Days	Hosts to 43 foreign students from American Field Services
10	2 Days	General Assembly of Student United Nations
40	All Year	American Field Service Club sponsored a student trip to Japan for the summer
12 (And Parents)	20 Hrs.	Organized an American Field Service Community Chapter
4	All Day	World Affairs Council Seminar on Africa at Beaver
16	Half Day	Four World Affairs Meetings in Pittsburgh
497	(Only five schools responded, representing 896 students)	

Less than 40 percent of the schools responded, but they represented 60 percent of the students involved, 55 percent of whom reported attending non-required, after-school programs related to world cultures.

Objective 2:

Students will develop an understanding of the various institutions found in cultures (kinship, religion, education, government, and economy), their role and their effect on contemporary world affairs. This understanding will be exhibited by naming the institutions, comparing or contrasting their functions with similar institutions in other cultures, by noting changes in institutional functions to contemporary decisions on foreign and domestic policy through discussion and/or written analysis.

The five units which comprise the main output of the project were developed to meet various objectives. Each summer revisions were made to further achieve these aims. (See Appendix for sample Lesson Plan.) Although the emphasis was made in the original units, the transitional ties from unit to unit were increased and the stress on concept understanding made more pronounced.

Position papers were frequently written by students and the skill activities were structured to create a gradual sophistication in the depth and manner of investigating various cultures. All the material is contemporary except where background information is needed to understand today's problems.

The results of the skills test analysis is discussed under Objective 4.

Objective 3:

Students' attitudes will be changed in a positive direction as they relate to members of other races, religions, or cultures as evidenced by performance on pre/post attitude tests, classroom interaction with foreign and peace corps personnel, and with class members of differing backgrounds.

A 57-item attitude test was administered pre and post the first year, in September and May. Eighteen of the items were concerned with students' attitudes towards other races, religions, and cultures. Both the control group and the experimental group were tested. (See Appendix for copy of Public Opinion Questionnaire.)

On fifteen of the items the experimental groups' scores indicated a movement towards a more open-minded view of other cultures, races or religions. The control group moved in the desired direction on thirteen of the items. The greatest amount of desired change took place in the experimental group on ten items and in the control group on eight. The overall average desired change in mean score response was .18 for the experimental group and .13 for the control group. (See Data Analysis of Student Attitude Change Chart.)

A more tolerant view of other cultures and religions was recorded by the experimental group, however, they indicated less tolerant attitudes towards other races than did the control group. This observation pointed to a need for some revision in the experimental units which were made.

The World-Mindedness Scale, a more relevant attitude test containing 32 items, was identified for use in the second school year, and pre and post tests administered in September and May. (See Appendix for copy of World Mindedness Scale.)

The possible range of scores is from -96 for extremely nationalistic attitudes to +96 for extremely worldminded attitudes, with 0 indicating a moderate attitude. The items are arranged so that every eighth item pertains to the same dimension, yielding eight sub-tests of four items each. The order of sub-tests is: religion, immigration, government, economics, patriotism, race, education, and war. The project was designed to develop a more open-minded attitude towards people of other cultures, to develop a more worldminded view. The Worldmindedness Scale has a split-half reliability of .87, corrected to .93, and a test-retest reliability of .93.

The pre-test post-test mean comparison made for the total test and its eight sub-tests is reported in the table entitled Second-Year Attitude Test. The overall test results show a significant attitude change in the positive direction (towards worldmindedness).

The overall picture presented by the results of the attitude test indicates the project caused change in the affective domain as well as the cognitive. The evaluation component of the program proved to be extremely valuable for it not only yielded product assessment, but was designed to point up areas where revisions were needed. As a result, the project was able to affect significant changes in student behavior.

FIRST-YEAR ATTITUDE TEST

DATA ANALYSIS OF STUDENT ATTITUDE CHANGE

Items Reflecting Attitudes Towards Other Cultures	Group	Pre-Test Mean Response	Direction of Change	Post-Test Mean Response	Amount of Desired Change	Desired Direction of Change
1. Any group or social movement which contains many foreigners should be watched with suspicion and, whenever possible, be investigated by the FBI.	E	3.57	→	3.31	.26	→
	C	3.65	←	3.67	-.02	
2. There will always be superior and inferior nations in the world and, in the interests of all concerned, it is best that the superior ones be in control of world affairs.	E	3.8	←	3.88	-.08	→
	C	3.62	→	3.54	.08	
3. Hippies demonstrate that inferior groups, when they are given too much freedom and money, just misuse their privileges and create disturbances.	E	4.13	→	4.1	.03	→
	C	4.31	→	3.98	.33	
4. It is the responsibility of the entire society, through its government, to guarantee everyone adequate housing, income, and leisure.	E	4.33	→	4.3	-.03	←
	C	4.35	←	4.45	.10	

DATA ANALYSIS OF STUDENT ATTITUDE CHANGE
(Continued)

Items Reflecting Attitudes Toward Other Cultures	Group	Pre-Test Mean Response	Direction of Change	Post-Test Mean Response	Amount of Desired Change	Desired Direction of Change
5. Mexico can never advance to the standards of living and civilization of the U.S., due mainly to the innate dirtiness, laziness, and general backwardness of Mexicans.	E	2.97	→	2.51	.46	→
	C	2.98	→	2.82	.16	
6. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas, doctrines, and agitators.	E	4.11	→	3.70	.41	→
	C	4.22	←	4.24	-.02	
7. European refugees may be in need, but it would be a big mistake to lower our immigration quotas and allow them to flood our country.	E	4.70	→	4.64	.06	→
	C	5.00	←	5.04	-.04	
Items Reflecting Attitudes Toward Religions						
8. The Modern Church, with its many rules and hypocrisies, does not appeal to the deeply religious person; it appeals mainly to the childish, the insecure, and the uncritical.	E	3.25	→	3.06	.19	→
	C	3.18	←	3.36	-.18	

DATA ANALYSIS OF STUDENT ATTITUDE CHANGE
(Continued)

Items Reflecting Attitudes Toward Religions	Group	Pre-Test Mean Response	Direction of Change	Post-Test Mean Response	Amount of Desired Change	Desired Direction of Change
9. Every person should have some faith in some supernatural force higher than himself to which he gives total allegiance and whose decisions he does not question.	E	4.31	→	4.21	.10	→
	C	4.76	←	4.87	-.11	
Items Reflecting Attitudes Toward Other Races						
10. There will always be wars because, for one thing, there will always be races who will ruthlessly try to grab more than their share.	E	4.88	←	5.07	-.19	→
	C	5.07	→	4.93	.14	
11. There is something inherently primitive and uncivilized in the Negro, as shown in his music and his extreme aggression.	E	3.10	→	2.71	.39	→
	C	3.05	→	3.03	.02	
12. The Negro would solve many of his social problems by not being so irresponsible, lazy, and ignorant.	E	4.27	→	3.80	.47	→
	C	4.51 (But E has most open view)	→	3.95	.56	

DATA ANALYSIS OF STUDENT ATTITUDE CHANGE
(Continued)

Items Reflecting Attitudes Toward Other Races	Group	Pre-Test Mean Response	Direction of Change	Post-Test Mean Response	Amount of Desired Change	Desired Direction of Change
13. It would be best to limit the Negro to grammar and trade school education since more schooling just gives them ambitions and desires which they are unable to fulfill in white competition.	E	1.97	→	1.94	.03	→
	C	2.08	→	1.81	.27	
14. Filipinos are all right in their place, but they carry it too far when they dress lavishly, buy good cars, and go around with white girls.	E	2.55	→	2.48	.07	→
	C	2.55	→	2.27	.28	
15. An occasional lynching in the South is a good thing because there is a large percentage of Negroes in many communities and they need a scare once in a while to prevent them from starting riots and disturbances.	E	2.50	→	2.24	.26	→
	C	2.58	→	2.37	.21	
16. It would be a mistake to have Negroes for foremen and leaders over whites.	E	3.01	→	2.75	.26	→
	C	2.98	→	2.52	.46	

DATA ANALYSIS OF STUDENT ATTITUDE CHANGE
(Continued)

Items Reflecting Attitudes Toward Other Races	Group	Pre-Test Mean Response	Direction of Change	Post-Test Mean Response	Amount of Desired Change	Desired Direction of Change
17. The people who raise all the talk about putting Negroes on the same level as whites and giving them the same privileges are mostly radical agitators trying to stir up conflicts.	E	3.32	→	3.07	.25	→
	C	3.25	→	3.19	.06	
18. Negroes may have a part to play in white civilization but it is best to keep them in their own districts and schools and to prevent too much intermixing with whites.	E	3.16	→	2.90	.26	→
	C	3.07	→	2.97	.10	

SECOND-YEAR ATTITUDE TEST

Attitude Test* Data Analysis

	Pre-Test Mean	S.D.	Post-Test Mean	S.D.	Significant beyond .05 Pro-World minded	Significant beyond .05 Pro-Nationalistic
Total Test	6.33	20.99	7.80	23.50	.05	
Sub-Tests:						
1. Religion	4.44	4.76	4.92	4.76	.005	
2. Immigration	2.35	4.10	1.77	4.36		.001
3. Government	-3.00	4.55	-2.52	4.66	.005	
4. Economics	.62	4.43	.19	4.23		.005
5. Patriotism	-2.66	4.94	-1.64	5.24	.001	
6. Race	3.74	4.33	4.14	4.52	.01	
7. Education	1.77	4.11	1.48	4.10		.025
8. War	-.94	4.95	-.53	5.10	.025	

N=1804

Objective 4:

The students will develop skills in using the techniques of the social scientist, such as data collection, analysis and evaluation of data, formulation of hypotheses, projecting solutions, validating hypotheses based on available evidence, and supporting his conclusions in oral and/or written form.

A 72-item, project-designed, skills test was administered in May, 1969. Critical thinking, research skills and concept understanding are the focus of the test. (See Appendix for copy of Skills Test.) The participating schools performed significantly better than did the control schools (.01 level) when a t-test of the means was made. The analysis proved the test to be acceptably reliable (.867 using Kuder-Richardson formula 20).

We found that the material is best suited for tenth, eleventh, or twelfth grade. The lack of significant differences in the ninth grade is probably accounted for by the fact that this group did not use the material full time, and the readings are too sophisticated for their age.

It is also noteworthy that where schools teaching the material in tenth or eleventh grade provided their own control groups significant differences were found. In an evaluation which entails so many uncontrolled variables this is not surprising. It is almost impossible to match schools. Administrative policies and philosophies vary, the basis for grouping students is not standard, educational facilities are not the same and the influences of socio-economic factors can be subtle. All of these variables are compounded by teacher and material differences.

An item analysis of the test revealed a need for greater emphasis on the interpretation of graphic data and further training in drawing valid conclusions.

(The data analysis of the skills test was done by computer and a copy of the printout is too bulky to be included.)

*The Worldmindedness Scale, H.P. Smith, Copyright 1957 by The Journal Press, Provincetown, Mass.

The item analysis made of the 1969 data pointed up areas of student weakness and materials were revised to attempt to meet these needs. Once this decision was made it no longer seemed valid to use a control group which would not have this advantage. Therefore, the second-year testing program concerned itself with assessing the growth of participating students over the period of the course with a pre-post design.

A revised 70-item, project-designed and validated skills test was administered in September and May. Skills test data was analyzed both by grade and ability levels. The mean difference for the three grade levels were compared by t-tests and are reported in the following table.

Grade Level Comparison

	Pre-Test		Post-Test			
Grade Level	Mean	S.D.	Mean	S.D.	N	P
9th	32.04	6.23	37.73	5.95	52	.001
10th	36.20	8.29	41.98	8.37	1535	.001
11th	38.93	7.24	43.11	8.29	323	.001
Total Group	36.65	8.19	42.02	8.37	1910	.001

An analysis of co-variance was performed on the scores of homogeneously grouped (high, regular, low) tenth-grade students. It was found that the groups are significantly different (beyond the .01 level) and that even after adjusting the means for the differences in ability, all groups show significant gains from pre to post (beyond the .01 level) as tested by the Sheffé ad hoc comparison. The groups differed in the expected way with the high-ability group having the highest mean and the low ability the lowest mean.

10th Grade Ability Level Means

	N	Pre-Test	Post-Test	Adjusted Mean	Gain Score
High	215	42.58	48.09	45.27	5.51
Regular	739	34.93	41.75	42.11	6.81
Low	108	28.40	32.48	35.58	4.08
Total Group	1062	35.81	42.13	42.04	6.27

All grades seemed to do well with the materials. The difference between groups are the expected ones caused by maturation and mental capacity.

Objective 5:

Students will examine a wide variety of viewpoints prior to forming opinions and give evidence of this by documentation of varying viewpoints; by analyzing and verbalizing his own point of view in terms of the experiences he brings to the learning situation; by examining two or more cartoons, articles, etc., pertaining to the same topic and identifying the author's frame of reference; and by conducting research into the background of authors to determine possible bases for their bias.

Curriculum materials were developed by the project staff for use in the experimental classrooms to achieve this objective. Through assignments and activities prepared for use with each lesson plan, students were required to engage in exercises of criticism and analysis. These activities included the development of a position taken by the student subsequent to reading an article on a selected subject, defense of this position in face of criticism by other students, comparing and criticizing two articles that present differing views on the same subject, review of an individual's background in order to identify reasons for his expressed opinions, distinction of fact from opinion by researching a given topic, and identification of cultural factors as related in fiction and non-fiction readings. On the basis of teacher reports and staff observations, an increase in critical thinking and analytical activity was noted among the students. (Note sample Lesson Plans and Student Evaluation activity in Appendix.)

One major evaluation technique was built into the materials developed. A deliberate sequencing of skill facility is incorporated in the units and lesson plans, so that each unit builds upon and enlarges upon the skills taught in the previous unit. The following skills have been built into the units in sequential degrees of difficulty and depth:

a. Criticism and analysis of fact-opinion materials

b. Position papers which require the development of a hypothesis, researching a topic, evaluating materials for objectivity, substantiating a position, and organizing the material

c. Problem solving

d. Map study and analysis

e. Geographic-economic case studies

f. Research and case study of a nation

g. Simulation activities

A 30-item fact versus opinion test, developed by the National Council for the Social Studies was administered to both control and experimental groups the first year. (See Appendix for copy of Fact-Opinion Test.) A statistically significant difference at the .01 level was found between the two groups. The experimental group demonstrated a greater facility in distinguishing fact from opinion than did the control group, as shown in the table below.

Fact-Opinion Test Analysis

Group	Mean	S.D.	N	P
Experimental	23.1	11.68	930	.01
Control	22.4	12.76	329	.01

Objective 6:

Teachers of world cultures courses will be retooled to enable them to use an interdisciplinary approach in developing understanding of intercultural concepts, as demonstrated by the teacher's ability to verbalize areas of concern for each of the social sciences in the analysis of a culture, by demonstrating competence in their ability to show interrelationships of the social sciences in units developed during their area in-depth study, and by drawing analogies to meaningful life situations of their students.

As mentioned before, one all-day in-service meeting was held approximately every six weeks, and a three-day workshop was conducted each summer. These meetings provided various kinds of support to the teacher. Orientation to new units were conducted, resource people were brought in

to supply enrichment in appropriate areas, problems were discussed and solutions suggested, lessons where revisions were needed were noted and teachers exchanged ideas on teaching strategies.

At one in-service meeting a video-taping of a participating teacher was critiqued by the whole group. Teachers were taped and given the opportunity to review their tape the same day while the lesson was still fresh in their minds. Project staff assisted the teacher in critiquing his tape. Notes were made of each session and improvement or lack of improvement discussed. Video-tapes are also used at in-service meetings to illustrate good teaching techniques, to show the effect of these methods on students, and to provide teachers with the opportunity to see how others handled materials they have used.

Teacher growth in the innovative methods needed to fully utilize project materials was steadily observed by the project staff through frequent and repeated classroom visitations. Administrators were encouraged to make similar observations. Program enrollment for the second year increased by almost 800 students and doubled for the third year, evidence that administrators found what was going on in project classrooms was worthwhile.

We never had the time, funds, or staff to conduct a more formal evaluation of this objective. We would have liked to have used the Flanders Interaction Analysis had conditions ever permitted.

Objective 7:

Packages of materials will be developed and selected to meet individual needs of students at their various achievement levels by determining student needs indicated by past and present performance, by screening and evaluating commercially prepared materials (printed and non-printed) as needed, by developing simulated materials at varying achievement levels, and providing tapes of important speakers or foreign resource persons for students in need of additional help, review, or those who may have been absent.

Six units were prepared; they are: American Teen-age Sub-culture (an introduction to the concepts found in all cultures presented through the milieu of students), Japan, Africa, Latin America, The Middle East, and India. Teachers found it impossible to teach more than five units a year; hence, India was dropped as it provoked the least interest among teachers and students.

Each unit was revised at least once, some as many as four times. Revision entailed not only changes in strategies and skill activities, but an updating of the materials to keep them current and relevant.

In cases where, in the judgment of the staff, two ability levels of material were necessary, they have been provided. Simulation games and other forms of role-playing and socio-drama are included in student activities in every unit. Through these activities students can become really involved in situations outside their own experience.

Transparencies, slides, and slide-tape presentations have been prepared for each unit. These are used as supplements to the printed material and class activities. They are also used to present graphic data which can be better offered in visual form.

Extensive revisions were made in the audio-visual materials, too, based on the evaluations of students and teachers. Although many authorities reviewed these materials and judged them expertly done, what works in the classroom was the ultimate criterion for revision.

Objective 8:

Students will be provided with a shared real-life contact, in the classroom, with members of other cultures or with people who have been closely associated with other cultures, by providing foreign resource personnel, Peace Corps volunteers, and State Department personnel.

Sources which supply resource people were identified and such people were used at appropriate times, both to make classroom presentation visits and to provide in-service instruction.

During the first-year teaching of the unit on Japan, Miss Yoko Ninomiya, a University of Pittsburgh graduate student from Japan, visited every class participating in the project. She talked to students about customs, tradition, change and problems in Japan. Students had the opportunity to question her about any aspect of Japan they cared to.

These visits were an overwhelming success. Students expressed great satisfaction with the opportunity to have this personal contact with a representative of the culture they were studying. As a result of the favorable response to Miss Ninomiya's visits by teachers, students, and visitor, the program plans for Africa were expanded.

The World Affairs Council co-funded the visitations of five African students to the participating classrooms. Each class was visited three times. Through this series of visitations, more than one viewpoint was given to students, since the visitors represented different geographic areas in Africa, as well as different political outlooks.

After the budget cuts during the second year, the project was unable to finance the visits of resource people to classrooms, but many schools continued to bring experts in, financing the project themselves. The project provided any school which requested it, a list of available speakers.

In December, 1969, the project sponsored a three-day trip to the United Nations in New York. Eighty-seven students took advantage of the opportunity to make this most rewarding trip. The staff arranged for them to meet with representatives of the delegations of countries in which they expressed a particular interest. They also toured the facilities and sat in on a meeting of the Peace-Keeping Committee.

At the request of school districts, the United Nations Tour became an annual event, and in 1971, almost 200 students made the trip.

PROJECT OUTCOMES, SUCCESSES, AND IMPLICATIONS

1. Developed materials for a full year's work in senior high world cultures courses. Included are five units and all the accompanying audio-visual aids. Each unit has been piloted and revised at least twice. If necessary, the units can now be updated by local districts for use beyond the life of the project.

2. Changes in attitudes and behaviors of participating teachers were noted by the staff and school administrators. They became enamored of the inquiry approach, were stimulated to develop innovative approaches of their own and became sophisticated in evaluating materials. They expressed evidence of deepened rapport with their students and increased understanding of student interests and problems.

3. Changes in student attitudes and behaviors were also noted by teachers. They became more actively involved in their own learning, more tolerant of other people's differences, and more adroit at critical analysis.

4. An extensive curriculum library was begun. It is to become the nucleus of the curriculum library to be developed for the whole Intermediate Unit.

5. Area and writers bibliographies, as well as resource guides have been assembled to accompany most units. These have been requested by and distributed to many educational institutions in the United States and even abroad.

6. A new workable model for curriculum development has been refined which can be used by other agencies, along with an innovative, interdisciplinary approach to world cultures.

7. The use of foreign resource people in the classroom was introduced to participating schools and was continued by the schools when the project could no longer afford to supply them.

8. Using students to help in the actual development of curriculum proved to be a most worthwhile innovation. It helped to assure the materials would be of interest to their peers. In addition, it opened the way for greater consideration of student views at the local level.

9. The success of the senior high materials created a demand for comparable units for junior high schools. The project took on the task of beginning a junior high series. Two units were developed for piloting this past school year. Since the project was ending, they were written primarily as in-service units and were designed to be easily incorporated into already existing courses.

10. The fact that districts have been willing to pay for in-service costs and student materials out of their own pockets for the past three years attests to the worth of the materials developed and the goals which prompted them. Most participating districts still wish to continue the relationship, but without outside funding to some degree, costs are prohibitive.

SHORTCOMINGS OF THE PROJECT

Any important problems the project ever had were related directly to funds. Staff reductions were necessary as budget cuts came year after year.

There are many things we would like to have done, some that really should have been done, that the small staff, spread so thin, found impossible to undertake. For example, more readings should have been rewritten to accommodate varying reading levels among students. Classroom visitations, video-taping, and individual in-servicing of teachers should have been more frequent. A more elaborate research design would have been valuable. Opportunities for greater student participation in revision plans could have been exploited. A great need exists to do similar curriculum development for other social studies areas, particularly in elementary grades.

These were unsolved problems that did not seriously hamper the functioning of the project, but their solution would have capitalized on the knowledge gained through the program.

CONCRETE OUTPUTS

1. Five units of work in world cultures: an introductory unit—American Teen-age Subculture, Japan, Africa, Latin America, and Middle East Crisis. These are complete teaching packages which include: lesson plans, student materials, supplementary teacher readings, slide-tape narrations, student evaluations, and teacher reaction sheets.

2. Audio-visual components of each unit, such as slides, tapes, and transparencies, were designed and produced by the project staff.

3. Bibliographies which included books, pamphlets, films, resource people, and lists of free materials were compiled for each unit.

4. Annotated writers bibliographies which list outstanding writers and their works (both native and others) for the areas of Japan and Africa were assembled.

5. A curriculum library was collected. It includes material on areas of the world, social science disciplines, teaching methodology, curriculum development and other professional literature.

6. An extensive clip file was maintained. Material was gleaned from 46 regularly subscribed to periodicals, six newspapers, and various bulletins and pamphlets.

7. Student evaluations were designed both for individual lessons and for assessing overall project success.

DISSEMINATION ACTIVITIES

1. Staff members gave project presentations to orient various educational units in all parts of Pennsylvania to the program.

2. Meetings were held frequently to which both participating and prospective participants were invited to hear of the program's progress and plans.

3. A newsletter was periodically published to keep a mailing list of 500 educators informed of project activities and news concerning social studies generally.

4. Explanatory brochures of the project were published and distributed to interested parties in many parts of the United States and abroad.

5. Visitors were welcomed at the project office where help was rendered to other project personnel. Staff members were often used as consultants by school districts, universities, teachers and students.

6. Units and bibliographies were distributed upon request when they were available.

7. Evaluation data and instruments were shared through E.R.I.C. and a paper presented at the American Educational Research Association Annual Convention. Request for copies of this paper came from all over the United States.

PROJECT FUTURE

Although many districts have expressed a willingness to partially support a continued project, there were not sufficient numbers to retain a staff large enough to provide the level of service previously afforded districts. Even though districts were willing to contribute to a limited continuation, the project staff was stymied in its endeavors to complete the plans for the 1972-73 school year. This was in part due to the changes accompanying the dissolution of the county school board and its replacement by the newly organized Intermediate Unit Board. Delays in appointing an executive director put off decisions concerning the project beyond school budget deadlines. As a result, staff, unassured of positions, found it necessary to seek employment elsewhere.

Dr. Harold E. Oyer, newly appointed executive director, has taken considerable interest in the program and feels that the program should be continued at least at a minimal level of service. As a result, the Allegheny Intermediate Unit Board, upon Dr. Oyer's recommendation, has agreed to provide the following services during the 1972-73 school year.

1. The development of one junior high World Cultures unit to accompany the two units previously developed.
2. The development of a senior high school American Cultures unit.
3. The updating of the senior high units currently being used.
4. Plan and sponsor a number of in-service workshops.
5. Continue to identify resource persons to visit World Cultures classrooms.
6. Sponsor the United Nations Study Tour.
7. Make the Intercultural Understanding Project library resources available for student and teacher use.

It is hoped that in the following years the Intercultural Understanding Project will become an integral part of the curriculum service provided by the Intermediate Unit. In this way, many of the Intermediate Unit staff members not directly associated with the project in the past can contribute to an ever-increasing and expanding development of materials not only in social studies but also in other curriculum areas. The Intercultural Understanding Project would serve as a model for the development of programs in these other curriculum areas.

It should further be noted that a number of the services indicated above will be expanded to include all districts within the Intermediate Unit and not be limited to those districts previously participating. It is hoped that this involvement will serve as a major incentive for other districts to take an interest in the program.

APPENDIX

SAMPLE

Lesson Plans

LESSON 1

Rationale:

The intended purpose of this first lesson is to have students realize that each individual perceives and evaluates situations according to preconceived notions. These may be stereotypes instilled by various segments of one's society, or they may be a combination of ideas developed from one's experiences. The tabulation of the data and the subsequent construction of a frequency distribution in the Introductory Lesson should indicate that within a given society or segment thereof, individual reactions differ. In examining both the meanings assigned to each slide and the interpretations made, students should come to an understanding of the concept of social institutions and the part these institutions play in the transmission and shaping of a person's perceptions and evaluations of his culture.

Objectives:

1. Students will enumerate the individual and group interpretations made of each slide.
2. Students will discuss stereotyping, noting both the distortions it can cause and its usefulness as a tool of classification.
3. Students will identify the five basic social institutions and their general functions.
4. Students will define the concept of institutions and note their universality.

Materials:

Transparency Y-I: Grid

Optional Activity:

Third viewing of Slide Series Y-I

If teachers feel it is necessary to refresh students' memories as to the content of the slide series, they may want to review these quickly.

Transparency Y-I: Grid

Class Activity:

As the students view this transparency, record the frequency distribution that was prepared outside of class and have the class group slides into four categories:

1. Those for which a majority of students indicated a Good or Very Good Feeling.
2. Those for which a majority indicated Little or No Feeling.
3. Those for which a majority indicated a Very Bad or Bad Feeling.
4. Those for which there was no clear majority in any category.

Students will need to refer to the "Student Reaction Sheets" used in the Introductory Lesson.

Class Discussion:

What characteristics did you record on your "Student Reaction Sheet," for those slides in Category One that caused the majority of you to react as you did?

Why did you identify those characteristics as good?

What experiences influenced your reaction? What person or persons would agree with your reaction?

Students should refer to their "Student Reaction Sheets" in answering these questions. They should be encouraged to discuss and criticize reactions.

Which reactions might be classified as examples of stereotyping?

Make sure students understand the term "stereotyping" and demonstrate their ability to find both useful and harmful elements in it.

Repeat the three preceding questions relevant to Categories Two, Three, and Four.

Have students identify individuals who have a common relationship. What would be a good title for each of these groups?

Examples:
Mother, dad, sister, brother, family: Relationship—<u>family</u>.
Minister, priest, rabbi, Sunday school teacher, clergyman: Relationship—<u>church</u>.
Teacher, principal, etc.: Relationship—<u>school</u>.
Police, mayor, congress, council, etc.: Relationship—<u>government</u>.

The economic system as a basic social institution may be more difficult for students to identify. Attempts should be made to relate it to those slides which reflect poverty. If peers are listed as one of the groups, pursue the issue to determine the source of the students' peers feelings and beliefs.

What basic needs do all men have, regardless of where they live or their stage of economic development?

What groups or systems generally meet these needs?

Which of these groups or systems you have identified could be classified as basic social institutions?

What conclusions regarding these groups can be drawn from your discussion?

The point to be made is the universality of these groups (institutions).

Since all societies have these groups, they must serve a variety of universal functions. Identify the functions served by each group regardless of the society in which they are found.

Besides the obvious functions of each group, students should note the following for all institutions:

1. They define acceptable behavior
2. Transmit attitudes and values of the society
3. Establish alternatives and consequences

Define "Institution"

Refer to Glossary.

LESSON 5

Rationale:

The study of economic change continues in this lesson with an examination of Japan's rapid recovery from defeat in World War II. In reviewing Japan's economy, attention should be focused on the daily lives of the people. The relationship between economic change and the growing affluence in Japanese society is basic to any study of this country's culture. If the future projections of economists come true, Japan, by the end of the 20th century, may be the most affluent nation in the world.

Objectives:

1. Students will review the economic transformation of Japan since the end of World War II.
2. Students will compare Japan's G.N.P. and per capita income growth rates with those of other countries.
3. Students will analyze the balance of trade between Japan and the U.S.
4. Students will analyze the impact of economic change on the individual.

Materials:

Readings: "Made in Japan" [Page 76]
"Well It Figures—Or Does It?"
"Constructing and Interpreting Graphs, Charts, and Tables"

Graphing Activity

Transparency J-I: "Gross National Product"

Transparency J-II: "Per Capita Income"

Transparency J-III: "U.S.-Japan Trade"

Class Activity:

Go through your home and make a list of all the Japanese products you and your family own.

This activity will make the lessons on economics more meaningful to the students. They will be able to see the impact of Japanese production in their own homes. Have students make their lists before beginning this lesson.

Student Activity 1:

"Made in Japan"

This article briefly reviews the Japanese economy—how it functions both in the past and the present, and the transformation in the quality of Japanese exports.

Class Discussion:

What changes did World War II initiate in the Japanese economy in terms of ultimate goals?

Prior to the war, know-how and money were funneled into military channels. After Japan's defeat, she turned to quality merchandise which sold rapidly in markets throughout the world.

How has the phrase "Made in Japan" changed in its meaning?

How has the "Quality Control Circle" helped to change the image of the phrase, "Made in Japan"?

How does your list of Japanese products in your home compare with what this article says has happened?

Compare the free enterprise-labor union system of the U.S. with industrial paternalism in Japan.

The following are examples of Japanese fringe benefits resulting from paternalism in industry:

1. Semi-annual bonuses equal in total to about three to six months' salary
2. Family allowances based upon the number of dependents
3. Low-cost company-owned housing
4. Transportation to and from work
5. Almost complete medical care, including dentistry
6. Clothing and other necessities at very large discounts
7. Health and recreational facilities
8. Parties, dinners, etc., held regularly for workers
9. Accident, health, and unemployment insurance, as well as old-age pensions

10. Educational programs in such subjects as flower arrangement, tea ceremony, philosophy, and many others
11. Substantial retirement allowances averaging three and a half years' salary, following lifetime service to the company

What is the relationship between the declining functional importance of the family and the growth of paternalism in industry?

The growth of paternalism is contributing to the breakdown of the family group by taking over what were once traditional familial functions.

Have students review the impact of economic change on the individual as discussed in Lesson 3 and in Student Activity 1 of this lesson.

Note:
1. Higher wages
2. Better standard of living
3. Better education
4. More leisure time
5. Contact with new and different ideas and cultures

The first two points are brought out by the following graphing activity.

Optional Class Assignment:
Take a position on the following statement: "The free enterprise system of the U.S. is far more efficient than the company-centered system operating in Japan." Defend your position.

Student Activity 2:
"Well It Figures—Or Does It?" [Page 12 of the Japan Student Supplement Booklet]
"Constructing and Interpreting Graphs, Charts, and Tables" [Page 15 of the Japan Student Supplement Booklet]

Teachers should make sure that students fully understand these readings before proceeding to the graphing activity.

Student Activity 3:
"Graphing Activity—Japan" [Page 18 of the Japan Student Supplement Booklet]

Explain to the students what index numbers are.

Students will prepare the graphs and answer the questions with as little teacher direction as possible. Outside references may be used, however.

The student figures for Graph Three include 1969, but the transparency only goes to 1968. Do not be concerned with the actual dates and figures, but rather with the trends which the graphs show.

Russia has not been included in this activity because reliable statistics are not available on its G.N.P. or per capita income.

Transparency J-I:
"Gross National Product"

Transparency J-II:
"Per Capita Income"

Transparency J-III:
"U.S.-Japan Trade"

After students have completed the assignment, teachers should review the graphs and the questions by using the prepared transparencies. Students should compare their graphs with the transparencies to determine if they have plotted the data correctly.

Teachers should take time to insure that students understand the terms, "G.N.P.," "per capita income," and "balance of trade."

Note:
Economists predict by 1988 Japan's per capita income will be $11,414, and by the year 2000 will be the highest in the world. (Source: International Monetary Fund)

Teacher Readings:
"Japan's Drive to Pass U.S. As Top Industrial Power"
"Japan, Inc.: Winning the Most Important Battle"

LESSON 7

Rationale:

The Japanese people have a history of religious tolerance and have freely adapted the teaching and philosophy of several religions. Unlike the West, religion has not dominated life in Japan and has not been an important source of social control. Although shrines and temples are everywhere in Japan and religious festivals are frequent, Japanese society tends to be more secular than its counterpart in the West.

Objectives:

1. Students will identify and discuss the dominant religions of Japan.
2. Students will discuss the interaction of religious beliefs in Japanese society.
3. Students will discern the position of religion in Japanese society today.

Materials:

Readings: "Religion in Japan" [Page 87]
"The Faiths of Japan" [Page 89]

Discussion Outline of Japanese Religions [Page 91]

Transparency J-IV: "Religions in Japan"

Student Activity 1:
"Religion in Japan"
"The Faiths of Japan"

These two articles present a general view of religion in Japanese society. There is more information on religion in the supplementary teacher's section. It is difficult to provide adequate background material on these religions. There are whole books devoted to this subject, but very few readings of reasonable length. In light of this situation, teachers should check what available sources the school and local libraries have. Also Life magazine has available filmstrips on religions in the world. These and other movies are a good way of providing students with background information.

Class Discussion:

What were the major religions in traditional Japan? In contemporary Japan?

What facet of life was most affected by Shintoism? By Buddhism?

Shintoism was the religion of daily life. Buddhism was concerned more with ancestors and death.

How did religion fit into the daily lives of the people?

Religion was concerned with the daily problems of life—what caused them and how to solve them. It also provided entertainment in the form of festivals.

Do the numerous gods of Shintoism and Buddhism have any counterpart in Western religions?

In the Catholic religion, believers pray to saints, each of whom has a specific purpose.

What were the major characteristics of traditional Japanese religion?

Note:
1. The lack of clear distinctions between human beings and divine beings
2. Gods are superior beings, each having a specific function to fulfill
3. Gods help mankind by granting practical benefits, etc.

Since World War II, what changes have occurred in Japanese religious activities?

Life has tended to become more secular. Many Shinto and Buddhist shrines have been forced to enter business in order to survive (similar to church bingos, etc.). New religious sects have grown in membership.

What attracts the people to the new sects as the Soka Gakkai?

These new religions provide a sense of social identification by emphasizing active participation. They have many attractions such as sports, arts, etc. With the weakening of family ties, these groups provide a sense of belonging. The Soka Gakkai have become a force to contend with in Japanese politics. Refer to Teacher Reading 1 for more information on this important religious-political group.

Student Activity 2:
"Discussion Outline of Japanese Religions"

This outline gives the basic tenets of each religion and asks questions which will point out the relationship between religion and Japanese society and culture. Students should use the questions as ideas and springboards for further class discussion on religion. Again, teachers may find it necessary to provide more background information. There are terms used in this outline which students will probably not be familiar with. Teachers should take time to explain these terms: "animism," "emperor worship," "bushido," and "Protestant Ethic."

In order to answer some of the questions, students may need additional information and, thus, should have access to the library. Students should be able to relate the material in previous lessons to this one on religion.

Teacher Reading 2 has additional ideas for discussion if student interest is strong.

Transparency J-IV:
"Religions in Japan"

Class Discussion:
How do you explain the fact that the sum total of adherents to the major religions is more than the total population of Japan?

How does the concept of religion in Japan differ from the concept of religion in the Western world?

Students should realize that Japanese religions, in fact, Oriental religions in general, are a way of life. Note that religion is a powerful social institution in the West, but not so in Japan.

Class Assignment:
In essay form, do the following: Contrast Japanese religious attitudes and independency with American religious attitudes and dependency (moral code). Refer to the supplementary reading on taking an essay test on Page 7 of the Student Skills Supplement.

Class Discussion:
Why has religion (church) been less affected by changes in Japan than have the other social institutions?

Teacher Readings:
"Soka Gakkai"
"Ideas to Discuss—Japanese Religions"

LESSON 5

Rationale:

In this lesson the problems related to the conflict between traditionalism and modernism will be explored in greater depth. Emphasis should be placed upon two points: 1.) Identifying the similarities that exist between Africa and American youth; and 2.) Relating the problems of urbanization and tribalism to the conflict between traditionalism and modernism.

Objectives:

1. Students will identify the sub-problems and the causation factors related to the conflict between traditional and modern ways of life.

2. Students will relate this conflict between traditionalism and modernism to the problem of the "generation gap" in American society.

3. Students will discern and analyze the relationship between traditionalism and modernism.

Materials:

Readings: "Between Two Worlds" [Page 42]
"Urbanization" [Page 45]

Graphing Activity: "Growth of African Urban Centers" [Page 44]

Film: "Africa is My Home"

Film:

"Africa is My Home"

Available in the Allegheny County Regional Film Library; may be rented from Atlantis Productions—see resource guide. Rental from Boston University, Boston, Mass. 02215, in color, $10; from the Pennsylvania State University, University Park, Pa. 16802, in black and white, $4.50; from the Audio-Visual Center, Indiana University, Bloomington, Indiana 47401, in color, $6.65.

This film illustrates the conflict between traditionalism and modernism (continuity and change), within the cultural context of a tribal group—the Ibos of Eastern Nigeria. Students should pay close attention to the political and social information presented.

The teacher should preview the film and note the following points to be observed:

1. The traditional village life compared to that of the larger urban center
2. The conflict between tribal religion, Islam, and Christianity
3. The impact of modern education on the traditional way of life
4. The problems confronting the newly independent nations
5. The effect of modern attitudes and techniques on the relationship between the younger and older generations.

Optional Student Activity 1:

"Between Two Worlds"

This reading may be used in conjunction with, or in lieu, of the preceding film.

Class Discussion:

What problems might arise between parents and children as a result of this conflict between traditionalism and modernism? What factors can you identify that would account for this conflict?

Note:

1. Education—choice between modern public education or the traditional tribal training.
2. Respect for authority of one's elders—accepting or rejecting the traditional tribal rituals and practices such as rites of passage, circumcision, and bridewealth, which are often denounced by the state authorities.
3. Religion—choice between the traditional tribal religion and Islam or Christianity.

4. Choice of a marriage partner—conflict between the traditional practices or freedom of choice, including marriage outside of one's own tribal group.
5. Economic—conflict between pursuing the traditional tribal economic activities or an economic activity that provides monetary rewards.

Relate these to your personal problems in terms of parental authority and the "generation gap."

Student Activity 2:
"Growth of African Urban Centers"

Students should be permitted to prepare the graph and answer the study questions with as little additional direction as possible.

This activity has three primary purposes:
1. To give the students an exercise in graphing statistical data
2. To illustrate the rapid growth of African urban centers
3. To demonstrate some of the pitfalls in analyzing statistical data.

Although a bar graph is probably the best means of presenting this data, allow the students to use whatever graphic form they may choose. Teachers should use the students' mistakes to teach proper procedures.

After the assignment has been collected, the teachers should review this activity using the following procedures:
1. Employing an overhead projector, illustrate the best methods for graphing this material.
2. Discussing the study questions, emphasizing the fact that such a comparison is not wholly valid; i.e., the rate is generally less because they already have a saturated population and they are part of a society with a long history of industrialization and urbanization.

Student Activity 3:
"Urbanization"

Class Discussion:

How is urbanization related to the problem of traditionalism versus modernism?

Point out the freedom a person experiences when he leaves his family and goes to the city, the greater exposure to Western concepts and customs in urban centers, and the resultant problems and adjustments when the individual is faced with the choice or necessity of returning to his village.

How are those who move to urban centers alienated from their families and the people of their tribe and village?

Through association with people from other tribes they tend to forget or modify their tribal traditions. The children raised and schooled in urban centers rely less upon family solidarity and have little appreciation for, or interest in the traditional tribal customs.

In terms of nation-building, what are the advantages and disadvantages of urbanization?

Advantages:
1. Breaks down tribal exclusiveness
2. Tends to create a unified society
3. Encourages a shift from traditional subsistence economy to modern technology and productive economy
4. Encourages a market economy
5. Permits more economical and efficient use of mass media and educational facilities in order to create an enlightened populace.

Disadvantages:

1. Alienates the urbanites from their kin in the tribal settlements
2. Provides for the development of urban problems: slums, unemployment of unskilled labor forces, crime, poverty, discouragement of large segments of the population and dissatisfaction with the government
3. Encourages the formation of movements in opposition to government policies and practices
4. Creates problems of ownership: conflict between tribal concept and the western concept of individualism which is prevalent in the urban centers
5. May create racial problems, particularly in those urban centers with large white or Asiatic populations.

Evaluation Devices

PUBLIC OPINION QUESTIONNAIRE

The following statements refer to opinions regarding a number of social groups and issues, about which some people agree and others disagree. Please mark each statement in the left-hand margin according to your agreement or disagreement, as follows:

+1: slight support, agreement	-1: slight opposition, disagreement
+2: moderate support, agreement	-2: moderate opposition, disagreement
+3: strong support, agreement	-3: strong opposition, disagreement

_____1. The many political parties tend to confuse national issues, add to the expense of elections, and raise unnecessary agitation. For this and other reasons, it would be best if all political parties except for the two major ones, were abolished.

_____2. Character, honesty, and ability will tell in the long run; most people get pretty much what they deserve.

_____3. Although many people may scoff, it may yet be shown that astrology can explain a lot of things.

_____4. America is getting so far from the true American way of life that force may be necessary to restore it.

_____5. What this country needs is fewer laws and agencies, and more courageous, tireless, devoted leaders whom the people can put their faith in.

_____6. Depressions are like occasional headaches and stomach aches; it's natural for even the healthiest society to have them once in awhile.

_____7. There will always be wars because, for one thing, there will always be races who ruthlessly try to grab more than their share.

_____8. Patriotism and loyalty are the first and most important requirements of a good citizen.

_____9. We are spending too much money for the pampering of criminals and the insane, and for the education of inherently incapable people.

_____10. It is only natural and right that women be restricted in certain ways in which men have more freedom.

_____11. Nowadays when so many different kinds of people move around so much and mix together so freely, a person has to be especially careful to protect himself against infection and disease.

_____12. Too many people today are living in a unnatural, soft way; we should return to the fundamentals, to a more red-blooded, active way of life.

_____13. To a greater extent than most people realize, our lives are governed by plots hatched in secret by politicians.

_____14. The businessman, the manufacturer, the practical man--these are of much greater value to society than the intellectual, the artist, the theorist.

_____15. There is something inherently primitive and uncivilized in the Negro, as shown in his music and his extreme aggressiveness.

_____16. The Negroes would solve many of their social problems by not being so irresponsible, lazy, and ignorant.

_____17. The best way to solve social problems is to stick close to the middle of the road, to move slowly and to avoid extremes.

_____18. It is a fundamental American tradition that the individual must remain free of government interference, free to make money and spend it as he likes.

_____19. It is more than a remarkable coincidence that Japan had an earthquake on Pearl Harbor Day, December 7, 1944.

_____20. When you come right down to it, it's human nature never to do anything without an eye to one's own profit.

_____21. The modern church, with its many rules and hypocrisies, does not appeal to the deeply religious person: it appeals mainly to the childish, the insecure, and the uncritical.

_____22. Books and movies ought not to deal so much with the sordid and seamy side of life: they ought to concentrate on themes that are entertaining or uplifting.

_____23. It is entirely possible that this series of wars and conflicts will be ended once and for all by a world-destroying earthquake, flood, or other catastrophe.

_____24. In general, full economic security is harmful: most men wouldn't work if they didn't need the money for eating and living.

_____25. Any group or social movement which contains many foreigners should be watched with suspicion, and whenever possible, be investigated by the FBI.

_____26. Hippies demonstrate that inferior groups, when they are given too much freedom and money, just misuse their privileges and create disturbances.

_____27. There will always be superior and inferior nations in the world and, in the interests of all concerned, it is best that the superior ones be in control of world affairs.

_____28. It would be best to limit Negroes to grammar and trade school education since more schooling just gives them ambitions and desires which they are unable to fulfill in white competition.

_____29. One should avoid doing things in public which appear wrong to others, even though one knows that these things are really all right.

_____30. One of the main values of progressive education is that it gives the child great freedom in expressing those natural impulses and desires so often frowned upon by conventional middle-class society.

_____31. Human nature, being what it is, there will always be war and conflict.

_____32. It is the responsibility of the entire society, through its government, to guarantee everyone adequate housing, income, and leisure.

_____33. The only way to provide adequate medical care for the entire population is through some program of socialized medicine.

_____34. Filipinos are all right in their place, but they carry it too far when they dress lavishly, buy good cars, and go around with white girls.

_____35. He is indeed contemptible, who does not feel an undying love, gratitude and respect for his parents.

_____36. What a man does is not so important so long as he does it well.

_____37. After the war, we may expect a crime wave: the control of gangsters and ruffians will become a major social problem.

_____38. Although women are necessary now in the armed forces and in industry, they should be returned to their proper place in the home as soon as the war ends.

_____39. Mexico can never advance to the standards of living and civilization of the U.S., due mainly to the innate dirtiness, laziness, and general backwardness of Mexicans.

_____40. Minor forms of military training, obedience, and discipline, such as drill, marching and simple commands, should be made a part of the elementary school educational program.

_____41. An occasional lynching in the South is a good thing because there is a large percentage of Negroes in many communities and they need a scare once in a while to prevent them from starting riots and disturbances.

_____42. It would be a mistake to have Negroes for foremen and leaders over whites.

_____43. Novels or stories that tell about what people think and feel are more interesting than those which contain mainly action, romance, and adventure.

_____44. Although leisure is a fine thing, it is good hard work that makes life interesting and worthwhile.

_____45. Reports of atrocities in Europe have been greatly exaggerated for propaganda purposes.

_____46. There are some things too intimate or personal to talk about even with one's closest friends.

_____47. It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and exactly how to go about it.

_____48. Obedience and respect for authority are the most important virtues children should learn.

_____49. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas, doctrines, and agitators.

_____50. The people who raise all the talk about putting Negroes on the same level as whites and giving them the same privileges are mostly radical agitators trying to stir up conflicts.

_____51. Negroes may have a part to play in white civilization, but it is best to keep them in their own districts and schools and to prevent too much intermixing with whites.

_____52. European refugees may be in need, but it would be a big mistake to lower our immigration quotas and allow them to flood the country.

_____53. There are some activities so flagrantly un-American that, when responsible officials won't take the proper steps, the wide-awake citizen should take the law into his own hands.

_____54. No insult to our honor should ever go unpunished.

_____55. Sciences like chemistry, physics, and medicine have carried men very far, but there are many important things that can never possibly be understood by the human mind.

_____56. One main difficulty with allowing the entire population to participate fully in government affairs (voting, jobs, etc.) is that such a large percentage is innately deficient and incapable.

_____57. Every person should have a deep faith in some supernatural force higher than himself to which he gives total allegiance and whose decisions he does not question.

World Mindedness Scale

SCALE B

The following statements refer to opinions regarding a number of international issues, about which some people agree and others disagree. You are not to regard the statements as either true or false, merely indicate your degree of agreement or disagreement with them. Choose one of the following responses for each statement and place your answer in the blank to the RIGHT of the statement number.

+3 Strongly Agree	-3 Strongly Disagree
+2 Agree	-2 Disagree
+1 Mildly Agree	-1 Mildly Disagree

- -

1. Our country should have the right to prohibit certain racial and religious groups from entering it to live.

2. Immigrants should not be permitted to come into our country if they compete with our own workers.

3. It would be a dangerous procedure if every person in the world had equal rights which were guaranteed by an international charter.

4. All prices for exported food and manufactured goods should be set by an international trade committee.

5. Our country is probably no better than many others.

6. Race prejudice may be a good thing for us because it keeps many undesirable foreigners from coming into this country.

7. It would be a mistake for us to encourage certain racial groups to become well educated because they might use their knowledge against us.

8. We should be willing to fight for our country without questioning whether it is right or wrong.

9. Foreigners are particularly obnoxious because of their religious beliefs.

10. Immigration should be controlled by an international organization rather than by each country on its own.

11. We ought to have a world government to guarantee the welfare of all nations irrespective of the rights of any one.

12. Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense.

13. It would be better to be a citizen of the world than of any particular country.

14. Our responsibility to people of other races ought to be as great as our responsibility to people of our own race.

15. An international committee on education should have full control over what is taught in all countries about history and politics.

16. Our country should refuse to cooperate in a total disarmament program even if some other nations agreed to it.

17. It would be dangerous for our country to make international agreements with nations whose religious beliefs are antagonistic to ours.

18. Any healthy individual, regardless of race or religion, should be allowed to live wherever he wants to in the world.

19. Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action.

20. If necessary, we ought to be willing to lower our standard of living to cooperate with other countries in getting an equal standard for every person in the world.

21. We should strive for loyalty to our country before we can afford to consider world brotherhood.

22. Some races ought to be considered naturally less intelligent than others.

23. Our schools should teach the history of the whole world rather than of our own country.

24. An international police force ought to be the only group in the world allowed to have armaments.

25. It would be dangerous for us to guarantee by international agreement that every person in the world should have complete religious freedom.

26. Our country should permit the immigration of foreign peoples even if it lowers our standard of living.

27. All national governments ought to be abolished and replaced by one central world government.

28. It would not be wise for us to agree that working conditions in all countries should be subject to international control.

29. Patriotism should be a primary aim of education so our children will believe our country is the best in the world.

30. It would be a good idea if all the races were to intermarry until there was only one race in the world.

31. We should teach our children to uphold the welfare of all people everywhere even though it may be against the best interst of our own country.

32. War should never be justifiable even if it is the only way to protect our national rights and honor.

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INTERCULTURAL UNDERSTANDING PROJECT
SKILLS TEST

1. The characteristic most typical of progaganda is:
   A. It promotes unpopular ideas
   B. Anonymous authorship
   C. It's designed to convince
   D. Lies and faulty reasoning

2. Which of the following best defines the term "evidence"?
   A. A statement about a person, event, etc., which meets the test of historical credibility
   B. Any information about past or present society
   C. A general notion or idea that must be defined but cannot be proven true or false
   D. Data which has bearing on a hypothesis under investigation

3. Which of the following areas would most tend to reflect the culture of a society?
   A. Architecture
   B. Literature (Oral and written)
   C. Dress
   D. Festivals
   E. Painting, dance, and music

4. Which of the following is NOT a characteristic of all cultures?
   A. Some form of political activity
   B. Economic activity
   C. Collection, organization, and transmission of knowledge
   D. Social organization
   E. None of these

5. "The most pressing problem of any nation today is military preparedness." This statement is an example of:
   A. A fact
   B. A scientific deduction
   C. A value judgement
   D. Propaganda

6. The reason the same basic social institutions are found in most cultures is:
   A. That all men are descended from a common ancestor
   B. Man is naturally friendly
   C. The satisfaction of certain needs is essential to man
   D. Institutional guidelines are passed from one culture to another

7. Which of the following statements best answers the question: "When is a civilization great?"
   A. When industrialization has occurred
   B. Each individual's values would influence the answer
   C. When one's nation has achieved a very high standard of living
   D. When individuals can view other civilizations as inferior to their own
   E. After significant contributions have been made in the arts and sciences

8. All of the following are characteristics of a culture EXCEPT:
   A. Culture is learned
   B. Culture is genetically inherited
   C. Culture is the product of choices made by people within a given society
   D. Culture dictates the accepted way of doing things

9. Which of the following is a statement of motive?
   A. Duties on imports are common in most countries.
   B. In the United States such taxes are collected by the Treasury Department.
   C. No state can levy an import tax.
   D. Import taxes are enacted to restrict foreign competition.

DIRECTIONS: In the exercises below you will be presented with a main generalization (topic sentence). You are to decide whether or not the numbered statements following it could be used as a basis for support of the generalization. Use the following answers to mark questions 10, 11, 12, and 13.
   A. Could support
   B. Would not support

PITTSBURGH IS A LEADING STEEL-PRODUCING CITY IN THE UNITED STATES

10. Coal production is high in surrounding areas.
11. Large conventions can be held in the Civic Arena.
12. Three navigable rivers meet at Pittsburgh.
13. A city the size of Pittsburgh has a large number of people available for work.

DIRECTIONS: In the following two sets of exercises you are presented with two true capitalized statements followed by a series of conclusions. You are to decide if the conclusion:
   A. Logically follows the statements
   B. Does not logically follow the statements
Use these answers to mark questions 14, 15, and 16 in Set 1; and 17, 18, and 19 in Set 2.

Set 1

MAINTAINANCE OF ORDER IS A GOVERNMENT FUNCTION. SOME STUDENT DEMONSTRATIONS TURN INTO RIOTS. THEREFORE:

14. Government has a responsibility to stop and prevent riots.
15. Student demonstrations should be against the law.
16. Demonstrations are not a proper device for students to use to protest.

Set 2

SOME PEOPLE WHO FAVOR RED CHINA'S ADMITTANCE TO THE UNITED NATIONS ARE COMMUNISTS. COMMUNISTS SUPPORT THE IDEA OF OVERTHROWING OUR GOVERNMENT. THEREFORE:

17. All those who favor U.N. membership for Red China support the idea of overthrowing our government.
18. All communists favor admission of Red China to the U.N.
19. Some of the people who support the idea of overthrowing our government are not communists.

DIRECTIONS: In the following two sets of exercises you will be given a set of capitalized statements which you are to regard as true. On the basis of these statements a number of inferences will be made. You are to evaluate each inference as:

A. Probably true
B. Insufficient data
C. Probably false

Use the letter of these answers to mark questions 20, 21, 22, 23, and 24 in Set 1; and 25, 26, 27, 28, and 29 in Set 2.

Set 1

AFTER WORLD WAR II, THE U.S. FINANCIALLY SUPPORTED WEST GERMANY'S INDUSTRIAL DEVELOPMENT. TODAY, WEST GERMANY'S RATE OF ECONOMIC GROWTH EXCEEDS THAT OF THE U.S. ONE REASON FOR THIS RAPID EXPANSION IS THAT WEST GERMANY DOES NOT MAINTAIN AN ELABORATE MILITARY DEFENSE SYSTEM SINCE THE U.S. IS PLEDGED TO DEFEND HER.

20. The U.S. was foolish in making such large economic and military committments.
21. West Germany is happy not to have to support an expensive military defense system.
22. The U.S. financial support has been of benefit to West Germany.
23. The removal of the need to maintain a strong defense system has aided West Germany's economic growth rate.
24. West Germany has one of the largest armies in the world.

Set 2

AUSTRALIA AND GREAT BRITAIN ARE ISLAND NATIONS. AUSTRALIA IS A MEMBER OF THE BRITISH COMMONWEALTH OF NATIONS AND THE VAST MAJORITY OF ITS POPULATION IS OF BRITISH ORIGIN. THE LAND AREA OF AUSTRALIA IS 31 TIMES THAT OF THE GREAT BRITAIN BUT ITS POPULATION IS ONLY 1/5 AS LARGE.

25. Australians have developed a culture alien to that of Great Britain.
26. Even though, Australia is an independent nation it has not severed all its ties with Great Britain.
27. Great Britain and, Austraila's coastal defense problems are identical.
28. Great Britain's birth rate is higher than Australia's.
29. Australians have many customs in common with the British.

DIRECTIONS: In the following two sets of exercises you will be presented with a capitalized statement followed by a group of assumptions. You are to decide if the person making the statement made or did not make the assumption.

A. Made the assumption.
B. Did not make the assumption.

Use the letter of these answers to mark questions 30, 31, 32, 33, and 34 in Set 1; and 35, 36, 37, and 38 in Set 2.

Set 1

A NEW NATION SHOULD NOT BE ACCEPTED INTO THE UNITED NATIONS UNTIL IT HAS DEMONSTRATED ITS ABILITY TO MAINTAIN A STABLE GOVERNMENT.

30. All nations in the U.N. have stable governments.
31. It is possible to determine when a nation has a stable government.
32. A stable government is a good thing for a nation to have.
33. New nations are likely to have unstable governments.
34. U.N. membership is the goal of all nations.

Set 2

THE FOUR DAY WORK WEEK WILL REQUIRE AN EXPENSIVE GOVERNMENT PROGRAM TO PROVIDE LEISURE TIME ACTIVITIES THAT INDIVIDUALS WILL FIND BENEFICIAL AND WORTHWHILE.

35. The four day work week will one day be standard for most people.
36. The government has a responsibility to its citizens which includes opportunity for meaningful recreation.
37. A four day work week is undesirable from a government point of view.
38. People want the government to plan their lives for them.

DIRECTIONS: In the following exercise there is a series of four statements. You are to decide if the statement is unbiased and based on fact, or biased and based on emotion. Use the following answers to mark questions 39, 40, 41, and 42.

A. Unbiased
B. Biased

39. Publicity given to rebellion among young people is probably out of proportion to numbers involved.
40. Today's music is an expression of our times.
41. Young people will respect a rule if they understand the need for it.
42. Unwillingness to work is the major cause of unemployment in a prosperous country like ours.

DIRECTIONS: Classify each of the following research sources as either:

A. Primary Source
B. Secondary Source

Use these answers to mark questions 43, 44, 45, 46, 47, 48, and 49.

43. Dr. George Washington Carver, a biography by Shirley Grahave and George D. Lipscomb.
44. Exodus by Leon Uris, a novel about the establishment of the state of Israel.
45. Nixon's inaugural speech quoted in a newspaper.
46. Adolf Hitler's autobiography Mein Kampf.
47. Names of candidates listed on election ballot.
48. A decorated piece of ancient Egyptian pottery.
49. A radio broadcast of the landing of Columbus.

DIRECTIONS: In the following two sets of questions you will be presented with a set of three statements commonly used by news reporters to identify sources. You are to rate each of the three statements in each set in the order of the reliability of its source:

A. Most reliable
B. Next most reliable
C. Least reliable

Use these answers to mark questions 50, 51, and 52 in Set 1; and 53, 54, and 55 in Set 2.

Set 1

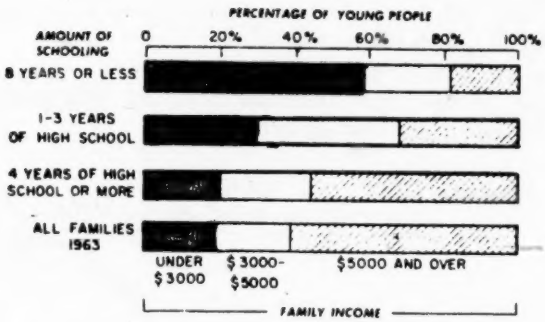
50. An informed source close to the President said today. . . . .
51. It is reported dependably. . . . .
52. Officials here were reported to have said that. . . . .

Set 2

53. A spokesman for the Department of Defense said that. . . . .
54. The Secretary of Defense stated in a news release. . . . .
55. It is said that the Secretary of Defense will. . . . .

56. A good example of a well-narrowed subject for a high school research paper is:
    A. Genghis Khan's Invasion of China
    B. Colonialism in China
    C. Chinese Art
    D. Asian Rulers of the 13th Century

57. Which of the following would be most helpful in compiling a list of all the books in your school library on Buddhism?
    A. Reader's Guide
    B. Title cards in a school's card catalog
    C. Subject cards in a school's card catalog
    D. Bibliography in a book on Eastern religions
58. The title card for Franz Fanon's, "A Dying Colonialism," would be found in which drawer of the library card catalog?
    A. FAD - GAC
    B. A - BEC
    C. BYS - CUR
    D. CUR - EAD
59. Which of the following sources would probably present the most unbiased report on apartheid in South Africa?
    A. South African Ministry of Information
    B. Organization of African States
    C. U.S. Department of State
    D. United Nations
60. If an entry in Reader's Guide read "Soc. Ed." and you didn't know what it meant, you could most easily find out by:
    A. Checking the list of abbreviations of an unabridged dictionary
    B. Looking in the index of Reader's Guide
    C. Looking at the inside front cover of a volume of Reader's Guide
    D. Checking the list of periodicals subscribed to by your school library
61. Which drawer of the card catalog would you use to find out which history books by Frederick Turner your library owns?
    A. TYR - WRA
    B. FRA - HIB
    C. STA - UBI
    D. HEA - KLO
62. The glossary of a World Cultures text would help you to:
    A. Find other books about subjects mentioned in the text
    B. Tell what sources the author used in gathering his information
    C. Give definitions of important words used in the text
    D. Discover all the pages in the text where specific terms are mentioned
63. To gain more information about the missionary's influence in the development of the Congo than found in the chapter on Africa in a textbook, what part of the book would aid you most?
    A. The chapter bibliography
    B. The index
    C. The table of contents
    D. The glossary



(Based on figures of the National Industrial Conference Board.)

DIRECTIONS: Use the following symbols in answering the questions concerning the bar graph above.

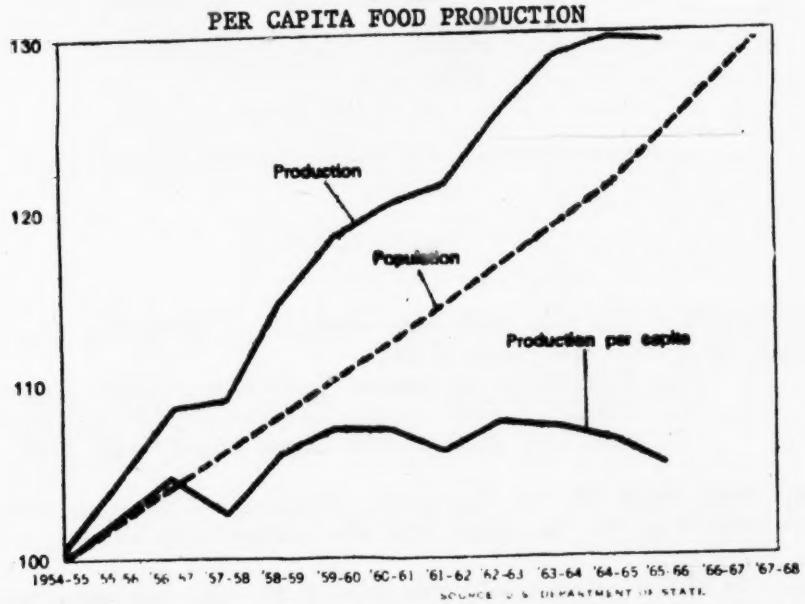
A. Families with income less than $3,000 per year
B. Families with income between $3,000 and $5,000 per year
C. Families with income above $5,000 per year

64. Less than 20% of this group graduates from high school.
65. Which group has about 40% who attend high school, but do not graduate?
66. In which group would you expect to find the greatest number of college graduates?

DIRECTIONS: Study the graph below and use it to respond to statements 67, 68, 69, and 70. Use one letter of the following answers in marking your answer sheet:

A. Proven by studying the graph
B. Neither proven nor contradicted by the graph
C. Contradicted by the graph

WORLD
PER CAPITA FOOD PRODUCTION



67. The increase in production of food has resulted in creating more food per person.
68. There were many more hungry people in the world in 1965-1966 than in 1957-1958.
69. Production per capita can never surpass the increases in population.
70. Today fewer people are needed to produce more food than in the past.

FACT-OPINION

(F) 1. Teen-agers have accounted for the great increase in the crime rate during the past three years.

(O) 2. Young people today are rude, troublesome pests.

(O) 3. The fact that McCarthy commands the following of young people is enough to keep me from voting for him.

(F) 4. The majority of teen-agers are responsible individuals.

(O) 5. Teen-agers are not ready to assume positions of responsibility.

(O) 6. American is declining spiritually if teen-agers are any example of the times.

(F) 7. It is becoming increasingly evident that leading colleges are only accepting the top one third of high school graduating classes.

(O) 8. Teen-age music today lacks the quality found in the music of the big bands of our generation.

(F) 9. Buying power today rests in the hands of our teen-agers.

(O) 10. Teen-age girls today lack morals as exhibited by their micro-mini skirts.

(O) 11. My teen-age daughter does not do the things we parents hear and read about.

(F) 12. Society is making greater demands on teen-agers today than ever before in the history of our country.

(O) 13. Eighteen-year-olds should be permitted to vote since they are eligible for the draft.

(O) 14. "Pot" should be legalized.

(F) 15. High schools today are failing to meet the needs of students.

(O) 16. The "generation gap" is a myth created by the mass media.

(O) 17. Teen-agers today get in trouble because communities fail to provide properly supervised recreational facilities.

(O) 18. A teen-ager's problems are no different from those of his parents years ago.

(O) 19. Parental attitudes need to be restrictive if they are to keep their teen-agers from getting into trouble.